Unit title	Unit 6: Promoting Public Health
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours

Links to other units

- Unit 1: Human Lifespan Development
- Unit 2: Anatomy and Physiology for Health and Social Care
- Unit 3: Enquiries into Current Research in Health and Social Care
- Unit 4: Principles of Effective Care
- Unit 5: Principles of Safe Practice in Health and Social Care

Key to learning opportunities			
IA	Internal assessment	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**C**	Classroom activities directed by tutor

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Examine strategies for developing public health policy to improve the health of individuals and the population				
1	Introduction	C	**Tutor-led presentation: (15 mins)** general introduction to the unit and learning outcomes. Explanation of the importance of public health and what learners will gain from studying the unit. Links made to other units. **Starter activity: (10 mins)** quiz – to determine learners' prior knowledge of the subject. **Group activity: (60 mins)** learners work in small groups to research issues facing public health across the world today. They should present the issue they feel is the most important and make arguments justifying their points. **Class discussion: (30 mins)** tutor to facilitate a discussion during which groups feed back to the class. Tutor to make links to the importance of public health and the challenges posed for governments. **Plenary: (5 mins)**	Quiz Access to ICT
2	**A1** The aims of public health policy	C	**Starter activity: (10 mins)** recap on 'what constitutes public health and why it is important'. **Tutor-led presentation: (20 mins)** key factors that contribute to poor public health, including key issues such as poverty, poor housing, dirty water etc. Introduce communicable diseases impacting global communities, e.g. Covid-19, cholera, malaria.	Case studies

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			Paired activity: (45 mins) learners are given case studies of different global communities which have faced various epidemic diseases in the past 10 years – polio, measles, yellow fever, tuberculosis etc. Learners should identify key environmental factors which have contributed to these outbreaks. **Class discussion: (20 mins)** tutor to facilitate a discussion during which groups feed back to the class. Tutor to draw out key points and common themes. **Tutor-led presentation: (20 mins)** introduction to potential health implications of environmental hazards linked to previous activity/case studies. Learners can be asked to consider whether these hazards can be eradicated or managed. **Plenary: (5 mins)**	
3	**A1** The aims of public health policy (continued)	C	**Starter activity: (10 mins)** recap on environmental factors and public health implications. **Tutor-led presentation: (20 mins)** introduction to how the needs of the population are identified and monitored. This will take into account reducing inequalities that exist between groups and communities within society. **Paired research task: (45 mins)** learners should be assigned a specific national health problem to research. They should look at how this has	

Lesson	Topic	Lesson type	Suggested activities	Resources
			changed/developed over time, how this is monitored and strategies in place to tackle it. **Class discussion: (20 mins)** tutor to facilitate a discussion during which groups feed back to the class. Tutor to draw out key points and common themes. **Individual task: (20 mins)** learners to create an information sheet on a chosen national health problem. This can be used to create a classroom display. **Plenary: (5 mins)**	
4	**A2** Strategies for developing public health policy	C	**Starter activity: (10 mins)** recap on identifying and monitoring the needs of the population and reducing inequalities. **Tutor-led presentation: (20 mins)** introduction to the structure, function and responsibilities of national and local government institutions for implementing policy. **Paired activity: (45 mins)** learners to create a table comparing and contrasting the structure, function and responsibilities of local government with national government, specifically considering how each implements public health policy. **Extension task: (20 mins)** learners could research similarities and differences with other countries and how they implement public health policy.	Examples of public health policies appropriate to country

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			Class discussion: (20 mins) tutor to facilitate a discussion during which groups feed back to the class. Tutor to draw out key points and common themes. **Plenary: (5 mins)**	
5	**A2** Strategies for developing public health policy (continued)	C / GS	**Starter: (10 mins)** introduce learners to the concept of health screening. **Group activity: (40 mins)** learners work collaboratively to mind-map a timeline of an individual's life, pointing out various health needs at different times and opportunities for monitoring and preventative action, e.g. screening/vaccinations etc Allow time for groups to feed back to the class and share ideas. **Guest speaker: (60 mins)** speaker from the care sector to lead a discussion about the importance of screening and the barriers to participation. **Review and plenary: (10 mins)**	
6	**A3** Monitoring the health status of the population	C	**Starter activity: (10 mins)** recap on screening. **Tutor-led presentation: (20 mins)** introduction to the different roles and responsibilities of the organisations responsible for public health on a local, national and international level. **Paired activity: (20 mins)** learners are given a matching activity where they match the roles and	

Lesson	Topic	Lesson type	Suggested activities	Resources
			responsibilities to the correct organisation. **Tutor-led presentation: (20 mins)** introduction to statistics, where learners can find studies, including epidemiological, regional and local reports and demographic data. **Pair work: (45 mins)** learners can be given a study to review and summarise the key findings. Learners should be given different studies so that a range of epidemiological, regional or local reports is covered. Allow time for pairs to feed back to the class. **Plenary: (5 mins)**	
7	**A4** Groups that influence public health policy	C	**Starter activity: (10 mins)** introduction to key groups – statutory and pressure groups. **Paired activity: (60 mins)** learners to be assigned an influential group to research. Learners to feed back on the area of interest of the group and its efficacy in terms of influencing public health policy (this should also consider the impact of contrasting opinions such as pro- and anti-smoking groups). **Class discussion: (20 mins)** tutor to facilitate a discussion during which groups feed back to the class. Tutor to draw out key points and common themes. **Individual activity: (25 mins)** learners to research the impact of the WHO on disease control. Learners should show evidence of utilising statistical data.	

Lesson	Topic	Lesson type	Suggested activities	Resources
			Plenary: (5 mins)	
Learning aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health				
8	**B1** Factors affecting health (socio-economic factors)	C	**Starter activity: (10 mins)** introduce learners to the concept of socio-economic factors – what are they? How do they impact health? **Class game: (15 mins)** introduction to the concept of income by playing a higher/lower guessing game in which learners have to guess which profession/job earns the most money. **Class discussion: (10 mins)** tutor to facilitate a discussion during which the class mind-map on the whiteboard how income can impact health (positively and negatively). **Tutor-led presentation: (20 mins)** tutor to summarise the socio-economic impact of ill health – using WHO reports on health inequalities between countries. **Paired activity: (40 mins)** learners to research life expectancy at birth and at the age of 65 in their local area – what conclusions can be drawn, particularly looking at socio-economic factors such as income, poverty, professions etc. **Class discussion: (20 mins)** tutor to facilitate a discussion during which groups feed back to the class. Tutor to draw out key points and common	Game – pictures of various job roles/professions with average earnings on the back

Lesson	Topic	Lesson type	Suggested activities	Resources
			themes. **Plenary: (5 mins)**	
9	**B1** Factors affecting health (environmental)	C	**Starter activity: (10 mins)** recap on factors impacting health. Discuss key socio-economic factors and learning points from previous lesson. **Tutor-led presentation: (20 mins)** tutor to introduce learners to key facts about the influence of poor housing, access to services (including exercise) and pollution. **Group research task: (60 mins)** learners work in groups to research either housing, local services or pollution. What information can they find about how health is impacted (positively or negatively)? Once they have completed the research, they can produce a presentation on their findings. **Group presentations: (25 mins)** groups present to the class. **Plenary: (5 mins)**	
10	**B1** Factors affecting health (genetic)	C	**Starter activity: (10 mins)** introduction to a variety of genetic illnesses – specific causes. **Paired activity: (90 mins)** learners to work in pairs to each research different genetic illnesses. What genes are inherited? Is the gene for that condition dominant or recessive? What environmental factors including treatment should be considered? Learners then create an information sheet on their chosen	Materials to create a classroom display

Lesson	Topic	Lesson type	Suggested activities	Resources
			illness which can be used to create a class display. **Class discussion: (15 mins)** tutor to facilitate a discussion during which groups feed back to the class. Tutor to draw out key points and common themes. **Plenary: (5 mins)**	
11	**B1** Factors affecting health (lifestyle)	C	**Starter activity: (10 mins)** game – tutor assign learners an illness/disease and learners have to give a cause (it could be environmental, lifestyle or socio-economic or all of these things). Tutor to make the point about factors that influence health, cause and effect. **Tutor-led presentation: (15 mins)** tutor to introduce learners to key facts about the influence of lifestyle factors (diet, exercise, smoking). **Group activity: (90 mins)** learners to work in groups, each creating a TV advert that highlights the health implications of a lifestyle factor, e.g. poor diet, lack of exercise, smoking, alcoholism. TV adverts can then be role played or videoed and presented to the class. **Plenary: (5 mins)**	
12	**B1** Factors affecting health (links between social change,	C	**Starter activity: (5 mins)** recap on lifestyle factors and their impact on health and wellbeing. **Tutor-led presentation: (20 mins)** tutor to introduce the topic of social change, summarising the	

Lesson	Topic	Lesson type	Suggested activities	Resources
	lifestyle choices and public health issues)		changes in society and across the world in the last 100 years (affluence, medical advances etc). Focus on obesity and its impact – obesity-related diseases, annual costs of treating people, costs to the economy in terms of sickness pay, social care, current trends in obesity statistics (national/global), childhood obesity etc. **Paired activity: (90 mins)** learners to work in pairs to research the social factors that surround obesity statistics – what plays a part in this public health issue? Fast food/access to low-fat foods/education/cooking skills etc. Learners to create a presentation of their findings which can then be shown to the class. **Plenary: (5 mins)**	
13	**B2** The socio-economic impact of improving health of individuals and the population (the social and economic impact of ill health on individuals and the population)	C	**Starter activity: (5 mins)** Recap on social change and lifestyle choices and how this impacts public health e.g. obesity. **Tutor-led presentation: (20 mins)** tutor to introduce the socio-economic impact of ill health – video clips of individuals with a health condition such as diabetes and the cost of this to the individual and government/society. **Paired research activity: (45 mins)** learners to work in pairs to research a specific health condition. How does the condition impact the individual, the population and the government socially and	

Lesson	Topic	Lesson type	Suggested activities	Resources
			financially? **Individual activity: (45 mins)** learners to write a case study on an individual with the health condition they have researched. **Plenary: (5 mins)**	
14	**B2** The socio-economic impact of improving health of individuals and the population (reduced health and social inequalities through improvements in more disadvantaged communities)	GS	**Starter activity: (5 mins)** recap on specific health conditions. Two learners could read their case studies from the previous lesson to the class. **Tutor-led presentation: (20 mins)** tutor to introduce how the health of the nation could be boosted through improvements in disadvantaged communities – with specific examples. **Guest speaker/workshop: (90 mins)** guest speaker from a community group or government initiative to share their experiences of working in a disadvantaged community group (benefits and challenges). Learners could go on to write a week in the life of either the guest speaker or someone they are working with. **Plenary: (5 mins)**	
15	**B2** The socio-economic impact of improving health of individuals and the population (increased life		**Starter activity: (5 mins)** recap on how working in disadvantaged communities can reduce health inequalities. **Tutor-led discussion: (20 mins)** tutor to facilitate a discussion around the benefits of improving the health of individuals and the population in terms of	

Lesson	Topic	Lesson type	Suggested activities	Resources
	expectancy, including quality of life)		increased life expectancy and quality of life. **Case study activity: (60 mins)** learners work in small groups to discuss a case study (with a specific illness) and mind-map all the potential benefits to improving their case study's health (considering physical, intellectual, emotional and social health and wellbeing). Learners should also consider all the challenges and potential implications in terms of socio-economic factors. **Individual activity: (30 mins)** Learners to write up their case study as a report titled 'The socio-economic impact of improving the health of an individual with…' (specific illness). **Plenary: (5 mins)**	
16	**B2** The socio-economic impact of improving health of individuals and the population (reduced demand for or pressure on health and social care services)		**Starter activity: (5 mins)** recap on case studies (benefits and challenges) from the previous lesson. **Tutor-led presentation: (20 mins)** tutor to introduce the topic of health and social care provision – changes with ageing population, specialist services, community services etc. **Individual activity: (60 mins)** learners to design a 'guide to services' leaflet including the services available, who provides them. Learners should consider how to make the leaflet inclusive for different sections of the demographic. **Individual activity: (30 mins)** from their research	

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			and understanding of the impact of lifestyle, learners should write a case study illustrating how services may be accessed by an individual for a health condition exacerbated by a lifestyle choice. **Plenary: (5 mins)**	
17	Assignment writing	C	**Starter activity: (5 mins)** recap on learning from previous lesson. **Tutor-led presentation: (20 mins)** tutor to introduce assignment (learning aims A and B), ensuring that learners understand how the assignment is assessed. **Paired activity: (30 mins)** learners to mind-map command words in assignment and what they think they will need to include to meet each criterion. **Paired activity: (60 mins)** learners design a quiz on material covered and exchange with others in the group. **Plenary: (5 mins)**	
18	Assignment writing	C	**Starter activity: (5 mins)** recap on assignment and learning aims A and B. **Individual activity: (30 mins)** learners to appraise own understanding of topic using traffic light system and identify any gaps in their learning. **Individual activity: (60 mins)** learners to create an action plan with SMART targets/goals of strategies to	

Lesson	Topic	Lesson type	Suggested activities	Resources
			overcome any gaps in learning and how they will tackle assignment. **Tutor-led discussion: (20 mins)** tutor to facilitate class discussion during which learners can share some of their targets from their action plans. **Plenary: (5 mins)**	
19	Assignment writing	IS	**Starter activity: (5 mins)** recap and review. **Tutor-led presentation: (10 mins)** tutor to ensure that learners are clear on the deadlines and the assessment rubric for learning aim A. **Individual activity: (90 mins)** learners to use their independent research to attempt assignment brief. **Plenary: (15 mins)** learners to review action plan and progress.	
20	Assignment writing	IS	**Starter activity: (5 mins)** recap and review. **Tutor-led presentation: (10 mins)** tutor to ensure that learners are clear on the deadlines and the assessment rubric for learning aim B. **Individual activity: (90 mins)** learners to use their independent research to attempt assignment brief. **Plenary: (15 mins)** learners to review action plan and progress.	

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim C: Investigate how health is promoted to improve the health of the population				
21	**C1** The role of health promoters	C	**Starter activity: (5 mins)** class discussion: 'What is health promotion?' **Tutor-led presentation/paired activity: (60 mins)** tutor to show a variety of media campaigns on various aspects of health promotion, from smoking TV adverts to healthy eating government campaigns etc. Learners to complete worksheet to review each campaign, evaluating its impact. Class discussion after each campaign. **Tutor-led presentation: (20 mins)** tutor to introduce aims of health promotion. **Independent activity: (30 mins)** learners to complete workbook activity, making notes etc. **Plenary: (5 mins)**	Media campaigns and TV adverts Health promotion leaflets and posters
22	**C1** The role of health promoters (continued)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor-led introduction to national/regional/local health promoters. **Paired activity: (30 mins)** research activity where learners research the roles of different health professionals in implementing health promotion. **Class discussion: (20 mins)** tutor to facilitate feedback from research activity.	Health promotion leaflets and posters

Lesson	Topic	Lesson type	Suggested activities	Resources
			Group activity: (40 mins) tutor to assign each small group a campaign and learners to discuss the ways in which health professionals could support the campaign, giving reasons and then potential benefits to individuals. Feed back to class afterwards. **Plenary: (5 mins)**	
23	**C1** The role of health promoters (continued)		**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor-led introduction to global health promotion. **Group activity: (45 mins)** research task. In small groups learners take a global organisation to research and explore its role (World Health Organization (WHO), Child Family Health International (CFHI), Save the Children, Doctors Without Borders (MSF), the International Union for Health Promotion and Education (IUHPE). **Individual activity: (45 mins)** learners to create an informative poster based on the organisation they researched, explaining its role in health promotion and education. This can then be used to create a classroom display. **Plenary: (5 mins)**	Classroom display materials
24	**C2** Approaches to promoting public health and	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (30 mins)** tutor to	

Lesson	Topic	Lesson type	Suggested activities	Resources
	wellbeing		introduce the topic of health risks. **Individual activity: (30 mins)** guided research task covering the groups most at risk – children, the elderly, minority ethnic groups and substance abusers – and what they are at risk of, e.g. children at risk of passive smoking. **Class discussion: (20 mins)** tutor to facilitate feedback from research activity. **Individual activity: (45 mins)** learners to create a leaflet designed for an at-risk group explaining risks and ways to overcome these. **Plenary: (5 mins)**	
25	**C2** Approaches to promoting public health and wellbeing	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to introduce targeted education and health awareness/promotion programmes including health surveillance programmes. **Paired activity: (20 mins)** reflection activity – learners to consider their experience of health promotion at primary/secondary school. Did they have specific lessons, sports days, PE etc? How does it compare to current strategies? Feed back in class discussion. **Tutor-led presentation: (20 mins)** tutor to introduce key co-ordination of national and local	

Lesson	Topic	Lesson type	Suggested activities	Resources
			services, disease registration to inform health trends and for strategic health planning. **Paired activity: (40 mins)** case study looking at Covid-19 and national responses to strategic health planning. What did other countries do in comparison with their own? What if anything would they change if they had responsibility for health promotion and planning? **Class discussion: (10 mins)** tutor to facilitate feedback from case study activity. **Plenary: (5 mins)**	
26	**C3** Approaches to protecting public health and wellbeing (environmental controls)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to introduce the importance of environmental controls, e.g. waste disposal and treatment, water supply, food production, preparation, storage and sales. **Video footage of the role of an environmental health officer: (45 mins)** learners to make notes on the job role and responsibilities. What are the health risks involved and how do they minimise these risks and protect the public? **Individual activity: (45 mins)** learners to create a report as if they are investigating poor practice in the role of an environmental health officer. (Tutor could provide a news article for learners to use as a case	

Lesson	Topic	Lesson type	Suggested activities	Resources
			study.) **Plenary: (5 mins)**	
27	**C3** Approaches to protecting public health and wellbeing (programmes for health protection)	GS	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to introduce the topic of child vaccination. **Guest speaker: (60 mins)** health visitor/practice nurse to talk about how vaccination works, when it is administered and why, and what the contraindications for administration are. **Paired activity: (30 mins)** learners to research and suggest reasons why children are not vaccinated and what the potential consequences may be for a child infected with a particular disease. Feed back to group. **Plenary: (5 mins)**	
28	**C3** Approaches to protecting public health and wellbeing (the role of microbiology and field epidemiology)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to introduce the topic of microbiology services to identify and control outbreaks of disease and the role of field epidemiology in controlling communicable diseases like Covid-19. **Video: (30 mins)** tutor could show clips from films such as *Outbreak* (1995), *Contagion* (2011),	

Lesson	Topic	Lesson type	Suggested activities	Resources
			Quarantine (2008), *Flu* (2013) (available on YouTube) to demonstrate the importance of controlling communicable diseases. **Paired activity: (40 mins)** learners to access the World Health Organization (WHO) website and look at its response to specific outbreaks, for example Ebola (2007). What other organisations were involved? Learners to consider ways in which this was controlled and any other ways this response could have been improved. **Class discussion: (20 mins)** pairs to feed back to the class. **Plenary: (5 mins)**	
29	**C4** Disease prevention and control methods (communicable diseases)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (30 mins)** tutor to introduce the topic of disease prevention and control with an emphasis on differentiating between communicable and non-communicable disease and the prevention/management of the contributory factors to the prevalence of the disease. **Individual activity: (60 mins)** learners to identify a particular communicable disease and create a poster outlining the causal factors of a named condition and suggesting methods for preventing the spread of the condition or for managing the contributory factors.	

Lesson	Topic	Lesson type	Suggested activities	Resources
			Class discussion: (20 mins) tutor to facilitate a discussion on the problems associated with prioritising disease prevention and management within a restricted health budget. **Plenary: (5 mins)**	
30	**C4** Disease prevention and control methods (non-communicable diseases)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to introduce the topic of disease prevention and control when considering non-communicable diseases such as cancer, cardiovascular and respiratory disease and diabetes, which are the most common causes of death worldwide. **Paired activity: (45 mins)** research task – what is the government currently doing to promote the prevention and control of non-communicable diseases? Learners could take different diseases to focus their research on and create a small PowerPoint presentation on their findings. **Presentations: (45 mins)** learners take turns in presenting their findings to the class. **Plenary: (5 mins)**	
Learning aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health				
31	**D1** Features of	C	**Starter activity: (5 mins)** recap and review on	Health

Lesson	Topic	Lesson type	Suggested activities	Resources
	health promotion campaigns		previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to introduce the main features of health promotion campaigns (objectives, target audience, media resources and ethical considerations). **Paired activity: (45 mins)** research task – learners could each be assigned a specific health promotion campaign to research. They should try to find out what the main features of the campaign were and create a small presentation. **Presentations: (45 mins)** learners take turns in presenting their findings to the class. **Plenary: (5 mins)**	promotion campaigns
32	**D1** Features of health promotion campaigns (continued)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Game: (20 mins)** tutor to give learners a series of slogans from famous health promotion campaigns. Learners have to try to identify the campaign and its target audience. **Group activity: (45 mins)** learners are given a sorting activity where they have to sort out the features of four different health promotion campaigns and put them in the correct order. This could include benefits and limitations of each campaign. **Individual activity: (45 mins)** learners should write up this activity in a large table which can then go in	Features of health promotion campaigns for four different campaigns – sorting task

Lesson	Topic	Lesson type	Suggested activities	Resources
			their notes. **Plenary: (5 mins)**	
33	**D1** Features of health promotion campaigns (continued)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to discuss features of health promotional campaigns. **Group activity: (45 mins)** learners are divided into small groups and assigned a health issue. They are responsible for improving public health regarding this particular issue. They need to plan a campaign, considering all the features and ethical considerations. What are the key issues and key priorities to consider? **Presentations: (45 mins)** learners take turns in presenting their campaigns to the class. **Plenary: (5 mins)**	
34	**D2** Barriers to participation and challenging indifference	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to introduce barriers to individuals' engagement in health promotion, factors and types of barriers. **Paired activity: (45 mins)** research task – learners take a specific issue such as access to healthy food. They should mind-map all the barriers that could hinder an individual from eating healthily. They could	Case studies

Lesson	Topic	Lesson type	Suggested activities	Resources
			consider expense and look at the cost of fruit and vegetables compared with junk food, both in this country and compared with other countries. **Individual activity: (45 mins)** learners could be given a case study of an individual who needs to engage with changing a lifestyle choice. What are the factors that need to be considered? What would make them resist improving their health? Learners should consider the physical and mental behaviours. **Plenary: (5 mins)**	
35	**D2** Barriers to participation and challenging indifference (continued)	C	**Starter activity: (5 mins)** review and recap the learning from the last session. **Tutor-led discussion: (20 mins)** discussion to examine why individuals disengage with public health initiatives or fail to engage with them in the first place. **Group activity: (90 mins)** learners write and perform role plays to persuade those at higher risk of health issues within society to adopt healthier lifestyles. This should be related to the principles of effective communication and consider the ethical issues of targeting. **Plenary: (5 mins)**	
36	**D2** Barriers to participation and challenging	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to	

Lesson	Topic	Lesson type	Suggested activities	Resources
	indifference (continued)		introduce the concept that governments have a responsibility and can make a difference when challenging barriers to participation. **Paired activity: (30 mins)** learners are given case studies of individuals who have been helped to improve their health through a health promotion campaign (newspaper articles, social media articles, clips from the news). They should make notes considering how the individual was helped to overcome barriers etc. **Paired activity: (40 mins)** going back to the health campaign they designed a few lessons ago, learners should create a list of barriers that might stop individuals from taking part and strategies for overcoming these. **Presentations: (20 mins)** learners take turns in presenting their campaigns to the class. **Plenary: (5 mins)**	
37	**D3** Models and theories that justify health behaviour change	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (20 mins)** tutor to introduce the principles of three theories/models behind health behaviour change: Health Belief Model, Theory of Reasoned Action and Theory of Planned Behaviour. **Group activity: (45 mins)** learners are given a	Sorting activity

Lesson	Topic	Lesson type	Suggested activities	Resources
			sorting activity where they have to sort out the key features of the three theories and the benefits and limitations of each. **Individual activity: (45 mins)** learners should write up this activity in a large table which can then go in their notes. **Plenary: (5 mins)**	
38	**D3** Models and theories that justify health behaviour change (continued)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation: (30 mins)** tutor to introduce the principles of two theories/models behind health behaviour change: Stages of Change Model and Social Learning Theory. **Group activity: (45 mins)** learners are given a sorting activity where they have to sort out the key features of the two theories and the benefits and limitations of each. **Individual activity: (45 mins)** learners should write up this activity in a large table which can then go in their notes. **Plenary: (5 mins)**	Sorting activity
39	**D3** Models and theories that justify health behaviour change (continued)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation/discussion: (20 mins)** tutor to introduce some of the problems of trying to	

Lesson	Topic	Lesson type	Suggested activities	Resources
			apply models of behaviour change to health behaviours. **Paired activity: (60 mins)** learners compare and contrast the different models and consider the potential problems of using the models to promote change in the behaviour of individuals. Learners should complete a table with similarities and differences of all the models and potential problems. **Individual activity: (30 mins)** using a specific health promotion campaign, learners should explain how the models and theories they have learned about could help encourage individuals to participate in the campaign and change their behaviour. **Plenary: (5 mins)**	
40	**D4** Approaches to increasing public awareness of health promotion	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation/discussion: (30 mins)** tutor to introduce learners to the role of the media in promoting public health. Consideration should be given to both the benefits and the limitations of using the media to promote public health. **Group activity: (60 mins)** in small groups, learners to use the '4 Ps' of social marketing theory to devise a campaign to tackle a named issue in a specific target group. **Class discussion: (20 mins)** groups to feed back to	

Lesson	Topic	Lesson type	Suggested activities	Resources
			the class. Tutor to facilitate discussion on potential effectiveness. **Plenary: (5 mins)**	
41	**D4** Approaches to increasing public awareness of health promotion (continued)	C	**Starter activity: (5 mins)** recap and review on previous lesson's learning. **Tutor-led presentation/discussion: (20 mins)** tutor to introduce topic of effective communication and alternative methods of communicating health information, for example plays and film. **Video activity: (60 mins)** learners could be shown a film/part of a film or various clips from films which are designed to promote awareness of a specific health issue such as mental health or cancer. **Class discussion: (20 mins)** groups to feed back to the class. Tutor to facilitate discussion on potential effectiveness of film as a medium for health promotion. **Plenary: (5 mins)**	Film/Film clips
42	Assignment writing	C	**Starter activity: (5 mins)** recap on learning from previous lesson. **Tutor-led presentation: (20 mins)** tutor to introduce assignment (learning aims C and D), ensuring that learners understand how the assignment is assessed. **Paired activity: (30 mins)** learners to mind-map	Assignment

Lesson	Topic	Lesson type	Suggested activities	Resources
			command words in assignment and what they think they will need to include to meet each criterion. **Paired activity: (60 mins)** learners design a quiz on material covered and exchange with others in the group. **Plenary: (5 mins)**	
43	Assignment writing	C	**Starter activity: (5 mins)** recap on assignment and learning aims C and D. **Individual activity: (30 mins)** learners to appraise own understanding of topic using traffic light system and identify any gaps in their learning. **Individual activity: (60 mins)** learners to create an action plan with SMART targets/goals of strategies to overcome any gaps in learning and how they will tackle assignment. **Tutor-led discussion: (20 mins)** tutor to facilitate class discussion during which learners can share some of their targets from their action plans. **Plenary: (5 mins)**	Assignment
44	Assignment writing	IS	**Starter activity: (5 mins)** recap and review. **Tutor-led presentation: (10 mins)** tutor to ensure that learners are clear on the deadlines and the assessment rubric for learning aim C. **Individual activity: (90 mins)** learners to use their	Assignment

Lesson	Topic	Lesson type	Suggested activities	Resources
			independent research to attempt assignment brief. **Plenary: (15 mins)** learners to review action plan and progress.	
45	Assignment writing	IS	**Starter activity: (5 mins)** recap and review. **Tutor-led presentation: (10 mins)** tutor to ensure that learners are clear on the deadlines and the assessment rubric for learning aim D. **Individual activity: (90 mins)** learners to use their independent research to attempt assignment brief. **Plenary: (15 mins)** learners to review action plan and progress.	Assignment

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.